

# Lesson Plan

**Course Title**

Career and Family Leadership

**Lesson Title**

Whose decision is it?

**Practical Problem**

What should be done about making responsible decisions?

**References Used for this Lesson**

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.  
Instructional Materials Laboratory, University of Missouri-Columbia

*Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit*, Ohio State University, 1996. Vocational Instructional Materials Laboratory

Family, Career and Community Leaders of America, Inc. *Power of One*. Reston, VA. 2002.

**Background Information for this Lesson**

Career and Family Leadership, Content Modules 1 and 2

## External Alignment

**Program Goal Addressed**

(Use this area to identify how your program goal links to this lesson.)

**Missouri Family and Consumer Sciences Competencies Addressed**

B.6 Practice decision-making (Application)

**Missouri Show-Me Goals/Standards Addressed**

4.1 Explain reasoning and identify information used to support decisions

**National Family and Consumer Sciences Standards Addressed**

13.3.3 Determine the roles of decision making and problem solving in reducing and managing conflict

## Internal Alignment

**Course/Performance/Enabling Objectives(s) for Competency**

1. The student will list the basic steps of a decision making process. (Knowledge)
2. The student will apply the decision making process to life events. (Application)

**Instructional Strategies**

1. The student will list the basic steps of a decision making process. (Knowledge)

Share with students effective and destructive discussion techniques. Refer to *Alternative Assessments* pp. 115. Use the Discussion Scoring Sheet p.115 (*Alternative Assessments*) to evaluate student discussion behaviors. (Communication)

Discuss the different strategies or techniques used by people to make decisions. Consider everyday decisions (e.g., what to wear, what to eat) as well as long-term decisions (e.g., jobs, education, marriage).

Ask each student to make a list of the steps involved in the decision-making process. Compare your list with a partner. Make adjustments in your list. Ask students to compare their list with Fact Sheet # 1: "Decision-Making Process Step-by-Step" p. 82 (*Career and Family Leadership*). Students should adjust their list to include all of the decision-making steps.

Prepare a poster, a bulletin board, an article for the school newspaper or web site identifying the Decision-Making Process steps. Encourage other students to make use of the process. (Leadership & Technology)

## 2. The student will apply the decision making process to life events. (Application)

Using the "Decision-Making Matrix" p. 64 (*Alternative Assessment*), practice using the decision-making steps with a common decision adolescents will encounter; ex., how to spend your time on the weekend. Practice using the process with a more difficult decision such as how to get a job.

Ask students to read Fact Sheet 2: "Decision-Making Process Asking Questions" p. 83 (*Career and Family Leadership*). Explain that incorporating the questions and problem-solving skills will expand the decision-making process. As a group review one of the decision-making matrix problems applying the questioning information. (Problem solving, Questioning, Decision Making)

### Questions for Discussion/Formative Assessment

1. *What can you conclude about the use of asking questions in the decision-making process?*
2. *How can using the decision-making process for daily decisions be helpful?*
3. *What are some problems with completing a decision-making matrix, following the decision-making steps and incorporating the questions for each decision made each day?*
4. *How can practicing the process with larger decisions help with the small decisions?*
5. *Why is it important to know how to make a decision?*

### Assessments

Pencil/paper:

1. Write the definition of decision. (Knowledge)
2. List the steps of the decision making process. (Knowledge)
3. Given a decision-making situation, apply the decision to the "Decision-Making Matrix"-Strategy #2. Write out the questions used and an answer for each question. (Application)

Classroom Experience:

1. Demonstrate communication skills as a part of classroom discussion. Score on the Discussion Scoring Sheet from Instructional Strategy #1. (Comprehension)

Application to Real Life:

1. Role play the decision-making process with scenario sheets – classroom groups of 4-5 act out for class and students see the decisions made by each group. Use the “Decision Making Matrix” from Instructional Strategy # 2 to score each group on the decision they made. (Application)
2. Make use of the “Decision-Making Matrix” from Instructional Strategy #2 for a personal decision you must make within the next two weeks. Write a reflection paper describing the process and outcomes, and interpret the results of your decision. (Comprehension, Application)